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**Education Services
Glasgow City Council
Annual NIF Plan
2021/22**

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1 Introduction

Education authorities must prepare and publish annual plans detailing the steps they intend to take on the strategic priorities in the National Improvement Framework (NIF) in accordance with the Education (Scotland) Act 2016. The National Improvement Framework and Improvement Plan for Scottish Education have been designed to help deliver excellence and equity in education. This is to ensure that children and young people develop a broad range of skills and capacities regardless of their social circumstances or needs.

The following four key priorities are identified in the National Improvement Framework:

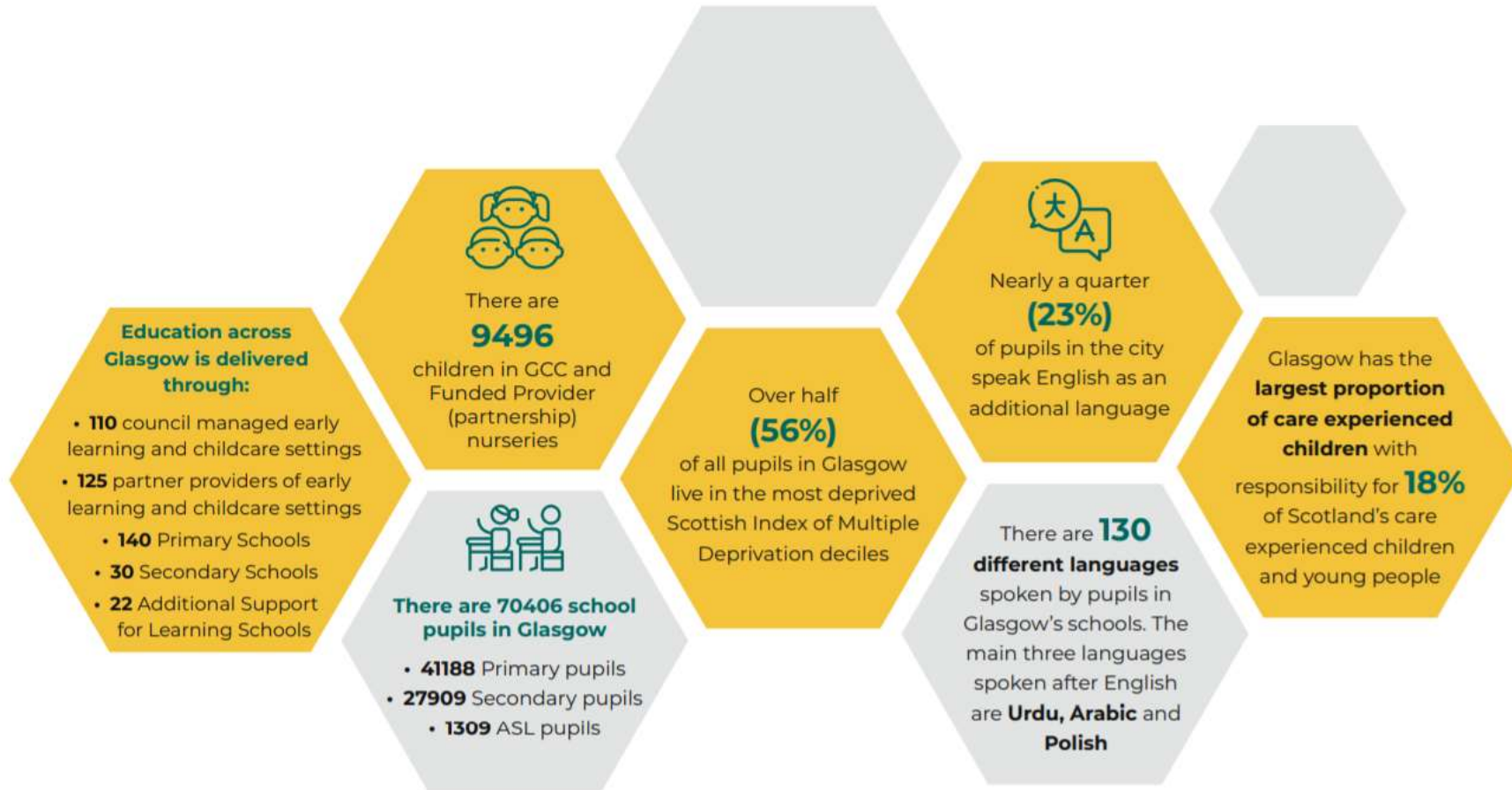
- Improvement in attainment, particularly in literacy and numeracy;
- Closing the attainment gap between the most and least disadvantaged children;
- Improvement in children and young people’s health and wellbeing
- Improvement in employability skills and sustained, positive school leaver destinations for all young people.

Six drivers of improvement were identified as making the biggest difference to the four key priorities. These are:

- School leadership;
- Teacher professionalism;
- Parental engagement;
- Assessment of children's progress;
- School improvement;
- Performance information.

Schools produce annual improvement plans and these should take account of Education Services’ plan. This has to be underpinned by effective self-evaluation which is clearly focused on ensuring that every child makes progress in their learning. The new How Good is our School 4 (HGIOS4) and How Good is our Early Learning and Childcare (HGIOELC) should be used to carry out focused self-evaluation in order to inform school improvement priorities. Education Services’ “Supporting Improvement” guidance helps inform this process

2 Challenging Context



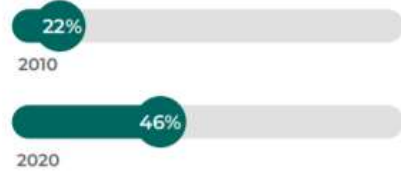
3 Positive Trends

Senior phase outcomes for young people have shown a positive upward trend over the last ten years.

Pupils achieving 1 or more Higher by the end of S5



Pupils achieving 3 or more Highers by the end of S6



School leavers in a positive destination



School attendance in Glasgow is consistently above 90%

When deprivation is factored in Glasgow outperforms the national cohort.

Pupils residing in SIMD 1 and 2 (most deprived) achieving 1 or more Higher by the end of S5



Pupils residing in SIMD 1 and 2 (most deprived) achieving 3 or more Highers by the end of S6



School leavers residing in SIMD 1 and 2 (most deprived) going onto Higher Education



Exclusions in our schools have reduced by 83% over the last ten years

4 Service Priorities

Education delivery in Scotland can present as a complex landscape which is why, in Glasgow, we focus on a small number of priorities and drive them forward relentlessly. This approach allows us to remain focused on our core business while ensuring that our children and young people receive a quality, broad and balanced education which will provide them with skills for learning, life and work.

- Raising attainment and achievement through Glasgow's Improvement Challenge
- Continue to improve how we meet the learning and care needs of children before they go to school and as they move through school, including how we support their families and carers
- As we move 'Towards the Nurturing City', continue to improve how we meet the needs of all children and young people, particularly those with additional support needs
- Make best use of our finance and resources to help ensure the best outcomes possible for our children and young people.

Raising attainment and achievement through Glasgow's Improvement Challenge

Glasgow's Improvement Challenge is a holistic strategy to raise attainment and achievement for all children and young people.

There are five main strands:

- raising attainment in literacy and numeracy, embedded within our nurturing city;
- improving children's health and wellbeing through nurturing approaches and increased participation in physical activity and sport;
- supporting families to be better able to support their child's learning and development;
- enhancing the leadership of staff at all levels; and
- raising attainment in secondary schools through providing additional supported study and mentoring with a continued focus on improving learning and teaching.

Glasgow's Improvement Challenge is funded by Glasgow City Council, the Attainment Scotland Fund and support from the third sector, including charitable organisations, such as MCR Pathways.

As part of GIC schools work collaboratively, challenging and supporting one another, within their Learning Communities, family clusters of schools with similar characteristics, and Local Improvement Groups. Every school has an improvement plan which focuses on raising attainment.

Continue to improve how we meet the learning and care needs of children before they go to school and as they move through school, including how we support their families and carers

The importance of early intervention in our nurseries cannot be over-estimated. It is our ambition that all of our nurseries are family learning centres, places where families feel they belong, are supported by social work services or are signposted to third sector support. We continue to extend our provision for early learning and childcare in line with local and national policy. This requires us to work with a range of partners including Scottish Government, childminders, third sector and private providers.

As we move Towards the Nurturing city, continue to improve how we meet the needs of all children and young people, particularly those with additional support needs

We continue to invest substantial funding into the development of nurture. We have nurture corners in nurseries, nurture classes in primary schools and nurture groups in secondary schools. Increasing numbers of staff have been trained in nurturing principles. We want all our schools and nurseries to be inclusive. We are continuing to increase the range of specialist provision located in our mainstream primary and secondary schools. These enhanced provisions give flexibility and more choices to parents and provide more opportunities for children and young people to receive support and learn alongside their peers as appropriate to their needs.

Make best use of our finance and resources to help ensure the best outcomes possible for our children and young people

In public services, we continue to face financial challenges. It is important, therefore, that we remain focused on making best use of our finance and resources. This means that we will improve our approaches to managing the school estate through a well-managed maintenance budget for buildings. We will continue to encourage local children to be taught in local schools and monitor carefully school rolls and projections to ensure that we are making best use of our school estate.

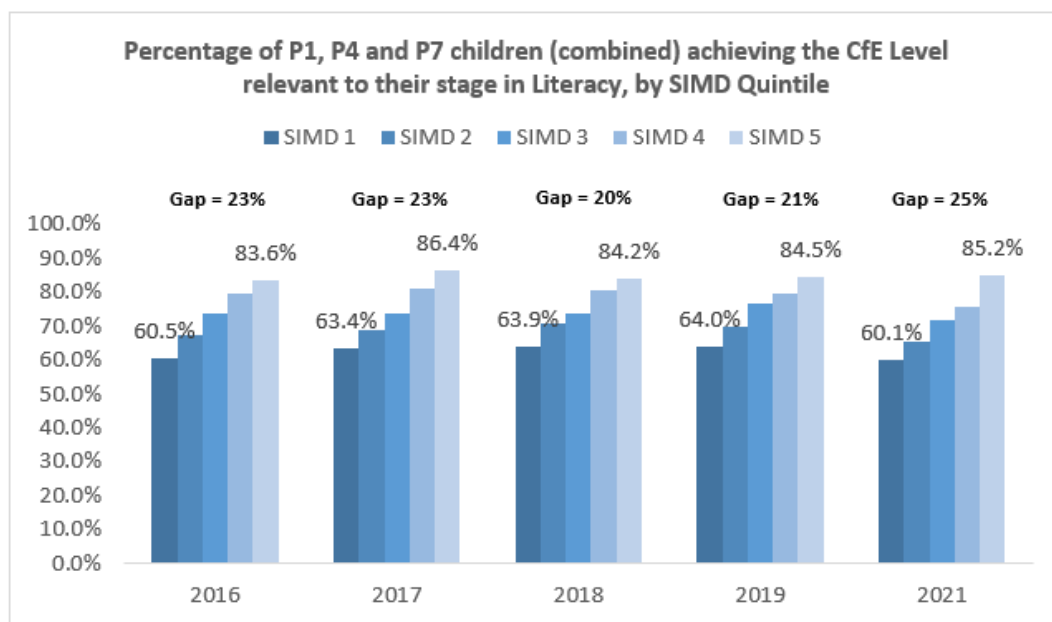
5 NIF Measures

Prior to publication of the 2018 NIF, the Scottish Government had worked in partnership with key stakeholders to agree a credible set of measures to fairly reflect progress in closing the poverty-related attainment gap. The approach proposed in the 2018 NIF was to use a basket of key measures to assess progress. The purpose of this section of the report is to compare current performance data for Glasgow City relative to our aims in 2021/22.

There was no Curriculum for Excellence (CfE) data collection in the academic year 2019/20 due to the COVID-19 pandemic. 2020/21 Curriculum for Excellence data is provisional as the data has not yet been validated by the Scottish Government.

It is also worth noting when comparing data by SIMD that **56%** of P1, P4 and P7 pupils in Glasgow reside in SIMD quintile 1 while only **7%** reside in SIMD quintile 5. Considering the challenges presented by the uniquely high levels of poverty in the city, Glasgow has been inspected by HMI and found to be making excellent progress in closing the poverty-related attainment gap in primary schools.

Primary CfE P1, P4, P7 Literacy



*2021 data has not yet been validated by the Scottish Government

COVID-19 has had a notable impact on children's levels of literacy and numeracy, and this was evident in the ACEL levels for P1, P4 and P7 submitted in June 2021. This was a result of the time spent away from school. All primary schools did intensive work in responding to the gaps which emerged throughout lockdown. Teaching and Learning was focused on improving levels of Literacy and Numeracy and the curriculum was adjusted to the appropriate starting point of children as they returned from lockdown.

In session 2020/21 the percentages of children in Glasgow at P1, P4 and P7 achieving the relevant Curriculum for Excellence level in literacy were as follows per SIMD quintile:

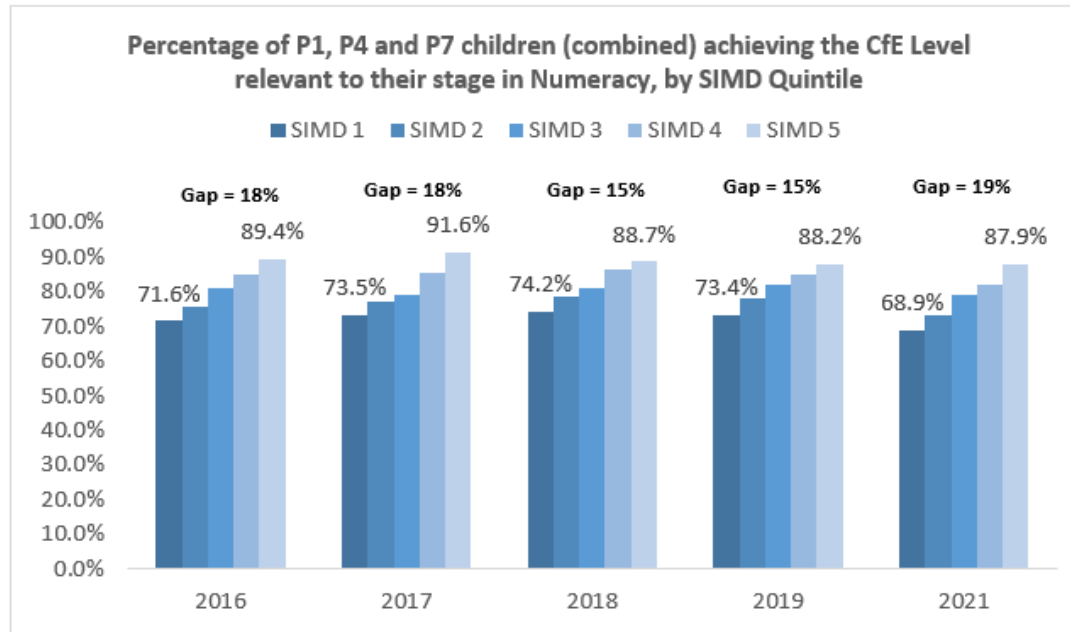
- Quintile 1 = 60.1%
- Quintile 2 = 65.5%
- Quintile 3 = 72.0%
- Quintile 4 = 75.6%
- Quintile 5 = 85.2%

In session 2020/21 for P1, P4 and P7 the literacy the gap between children in SIMD Quintile 1 and 5 was 25.1%. The gap has increased since the 2018/19 collection, the pandemic may have contributed to this. To reach the 2021/22 aim for combined literacy we must reduce the gap by 2%.

	% achievement for combined P1, P4 and P7 literacy					
	2015/16	2016/17	2017/18	2018/19	2020/21	2021/22 Aim
All pupils	66.3%	68.4%	68.8%	68.9%	65.4%	67.4%
Quintile 1	60.5%	63.4%	63.9%	64.0%	60.1%	63.1%
Quintile 2	67.4%	68.8%	70.8%	70.0%	65.5%	68.5%
Quintile 3	73.7%	73.8%	73.6%	76.6%	72.0%	73.0%
Quintile 4	79.6%	80.9%	80.5%	79.4%	75.6%	76.6%
Quintile 5	83.6%	86.4%	84.2%	84.5%	85.2%	86.2%
GAP Q1 v Q5	23.1%	23.0%	20.3%	20.5%	25.1%	23.1%

Information source: ACEL collection

Primary CfE P1, P4, P7 numeracy



*2021 data has not yet been validated by the Scottish Government

In session 2020/21 the percentages of children in Glasgow at P1, P4 and P7 achieving the relevant Curriculum for Excellence level in numeracy were as follows per SIMD quintile:

- Quintile 1 = 68.9%
- Quintile 2 = 73.4%
- Quintile 3 = 79.3%
- Quintile 4 = 82.0%
- Quintile 5 = 87.9%

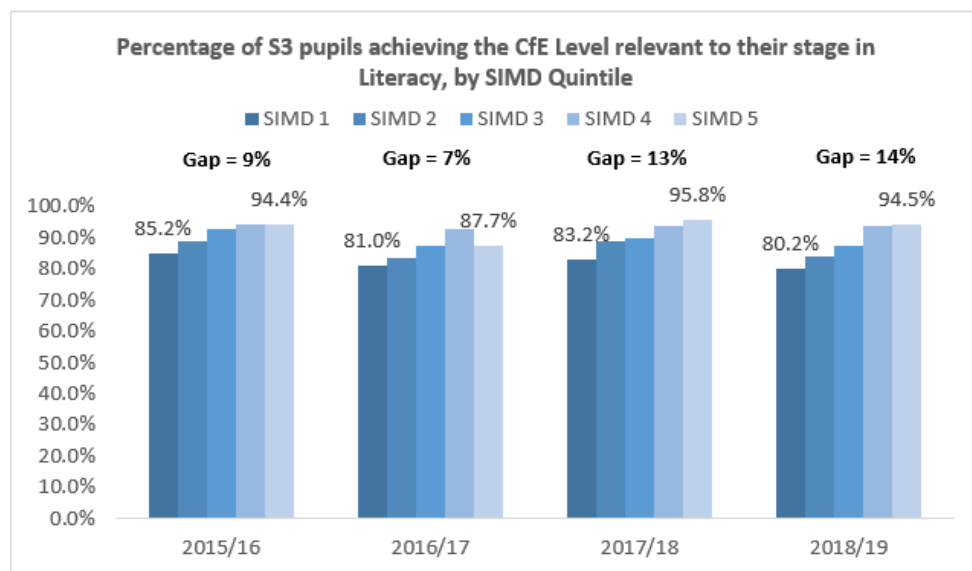
In session 2020/21 for P1, P4 and P7 CfE numeracy the gap between children in SIMD Quintile 1 and 5 was 19%. As with literacy, the gap has widened since the 2018/19 collection. To reach the 2020/21 aim for combined numeracy we must reduce the gap by 3%.

	% achievement for combined P1, P4 and P7 numeracy					
	2015/16	2016/17	2017/18	2018/19	2020/21	2021/22 Aim
All pupils	75.8%	76.8%	77.8%	77.1%	73.3%	76.3%
Quintile 1	71.6%	73.5%	74.2%	73.4%	68.9%	72.9%
Quintile 2	75.9%	77.1%	78.5%	78.4%	73.4%	77.4%
Quintile 3	81.0%	79.1%	81.2%	82.2%	79.3%	81.3%
Quintile 4	84.8%	85.7%	86.7%	84.8%	82.0%	84.0%
Quintile 5	89.4%	91.6%	88.7%	88.2%	87.9%	88.9%
GAP Q1 v Q5	17.8%	18.1%	14.5%	14.8%	19.0%	16.0%

Information source: ACEL collection

Secondary CfE literacy

There has been a fluctuating picture in Secondary schools in all measures by the end of S3. At the time of the last collection there were discussions with all secondary head teachers about the issues which are leading to this fluctuation. One key issue is the approaches to moderation and the need to develop these. Please note **60%** of S3 pupils in Glasgow reside in SIMD quintile 1 while only **10%** reside in SIMD quintile 5.



There has been no CfE collection for secondary schools since 2018/19 due to COVID-19. In session 2018/19 the percentages of young people in Glasgow at S3 achieving the relevant Curriculum for Excellence level in literacy were as follows per SIMD quintile:

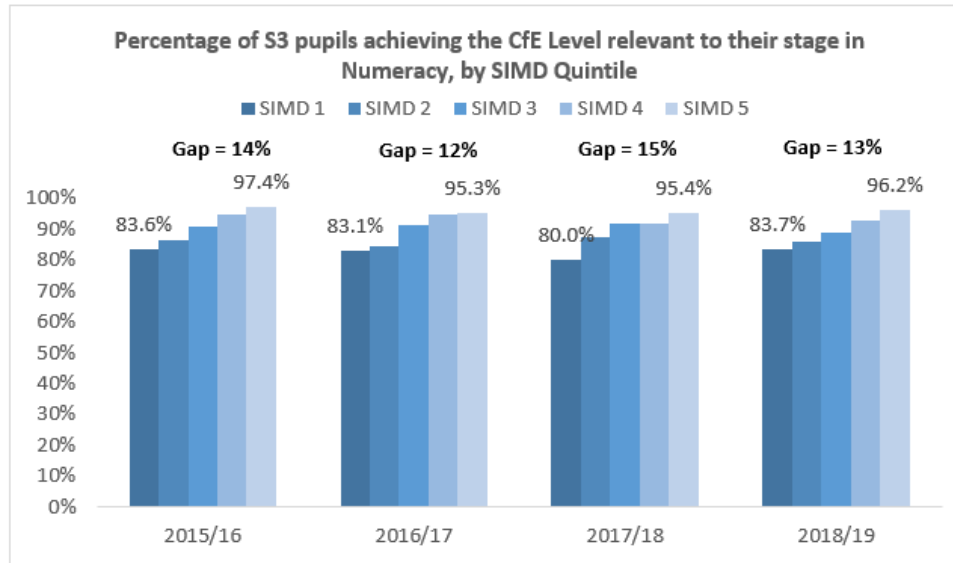
- Quintile 1 = 80.2%
- Quintile 2 = 84.2%
- Quintile 3 = 87.3%
- Quintile 4 = 93.6%
- Quintile 5 = 94.5%

In session 2018/19 for S3 literacy the gap between young people living in SIMD Quintile 1 and 5 was 14.3%. To reach the 2021/22 aim for literacy we must reduce the gap by 3%.

	% achievement for combined S3 3rd level or better in literacy				
	2015/16	2016/17	2017/18	2018/19	2021/22 Aim
All pupils	88.0%	83.5%	86.4%	83.4%	87.4%
Quintile 1	85.2%	81.0%	83.2%	80.2%	84.2%
Quintile 2	89.0%	83.8%	88.8%	84.2%	88.2%
Quintile 3	93.1%	87.7%	89.7%	87.3%	91.3%
Quintile 4	94.3%	92.9%	94.1%	93.6%	95.6%
Quintile 5	94.4%	87.7%	95.8%	94.5%	95.5%
GAP Q1 v Q5	9.2%	6.7%	12.6%	14.3%	11.3%

Information source: ACEL collection

Secondary CfE numeracy



In session 2018/19 the percentages of young people in Glasgow at S3 achieving the relevant Curriculum for Excellence level in numeracy were as follows per SIMD quintile:

- Quintile 1 = 83.7%
- Quintile 2 = 85.9%
- Quintile 3 = 88.8%
- Quintile 4 = 92.7%
- Quintile 5 = 96.2%

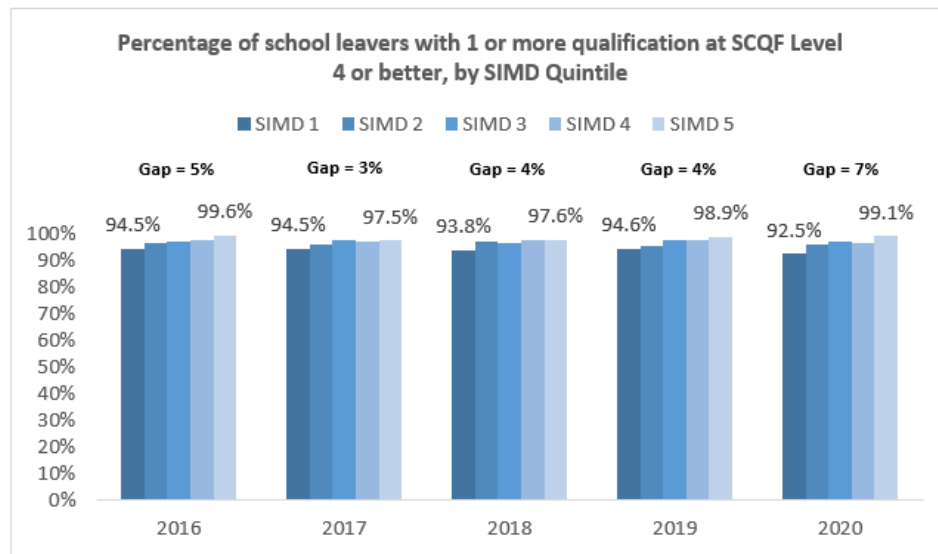
In session 2018/19 for S3 numeracy the gap between young people in SIMD Quintile 1 and 5 was 12.5%, with the gap having narrowed by almost 3% compared with the previous year. To reach the 2020/21 aim for S3 numeracy we must reduce the gap by 4%.

	% achievement for combined S3 3rd level or better in numeracy				
	2015/16	2016/17	2017/18	2018/19	2021/22 Aim
All pupils	86.7%	85.8%	84.3%	86.0%	89.0%
Quintile 1	83.6%	83.1%	80.0%	83.7%	87.7%
Quintile 2	86.6%	84.4%	87.5%	85.9%	89.9%
Quintile 3	91.0%	91.5%	91.9%	88.8%	91.8%
Quintile 4	94.9%	94.8%	91.8%	92.7%	93.7%
Quintile 5	97.4%	95.3%	95.4%	96.2%	96.2%
GAP Q1 v Q5	13.8%	12.2%	15.4%	12.5%	8.5%

Information source: ACEL collection

SCQF Level 4

Since the start of the Glasgow improvement Challenge, Glasgow has been inspected by HMI and found to be making excellent progress towards Closing the Gap. Please note 57% school leavers in Glasgow reside in SIMD quintile 1 while only 11% reside in SIMD quintile 5.



For 2019/20 leavers in Glasgow the percentages achieving one or more qualification at SCQF level 4 or above were as follows per SIMD quintile:

- Quintile 1 = 92.5%
- Quintile 2 = 96.2%
- Quintile 3 = 96.9%
- Quintile 4 = 96.3%
- Quintile 5 = 99.1%

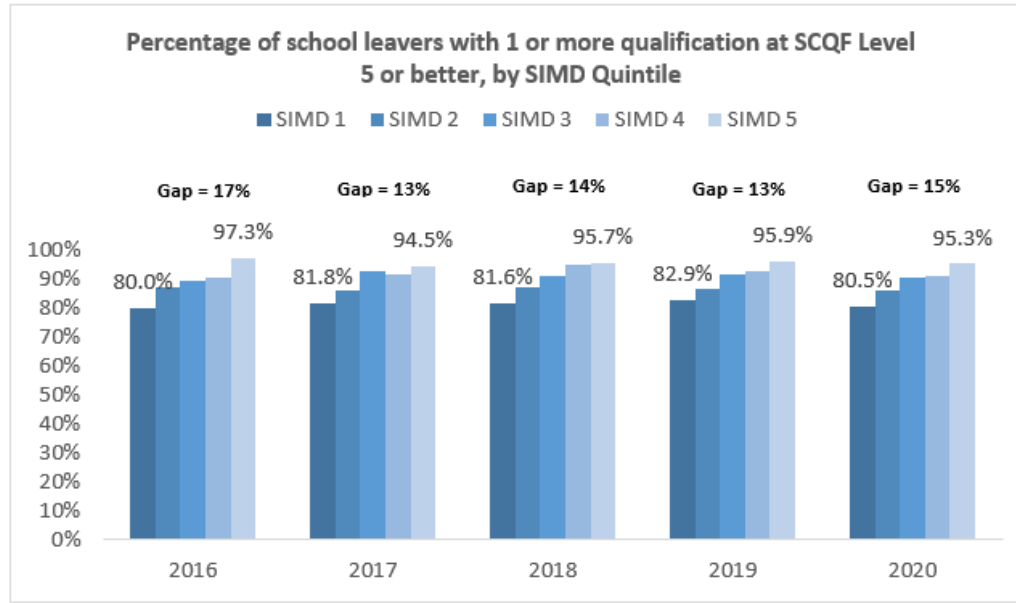
For 2019/20 leavers at SCQF level 4 the gap between young people in SIMD Quintile 1 and 5 was 6.6%. The gap has widened since the previous year and is greater than gap found in the virtual comparator.

To reach the 2021/22 aim we must reduce the gap by 1%.

	% of school leavers with one or more qualifications at SCQF level 4 or better						
	2015/16 Leavers	2016/17 Leavers	2017/18 Leavers	2018/19 Leavers	2019/20 Leavers	2019/20 Virtual Comparator	2021/22 Aim (2020/21 leavers)
All pupils	95.6%	95.5%	95.3%	95.6%	94.2%	96.0%	95.2%
Quintile 1	94.5%	94.5%	93.8%	94.6%	92.5%	94.4%	93.5%
Quintile 2	96.4%	96.2%	97.2%	95.7%	96.2%	97.5%	97.2%
Quintile 3	97.1%	97.5%	96.5%	97.8%	96.9%	98.3%	97.9%
Quintile 4	97.5%	97.2%	97.9%	97.5%	96.3%	98.7%	96.3%
Quintile 5	99.6%	97.5%	97.6%	98.9%	99.1%	99.5%	99.1%
GAP Q1 v Q5	5.1%	3%	3.8%	4.3%	6.6%	5.1%	5.6%

Information source: Insight website

SCQF Level 5



For 2019/20 leavers in Glasgow the percentages achieving one or more qualification at SCQF Level 5 or above were as follows per SIMD quintile:

- Quintile 1 = 80.5%
- Quintile 2 = 86.0%
- Quintile 3 = 90.4%
- Quintile 4 = 91.1%
- Quintile 5 = 95.3%

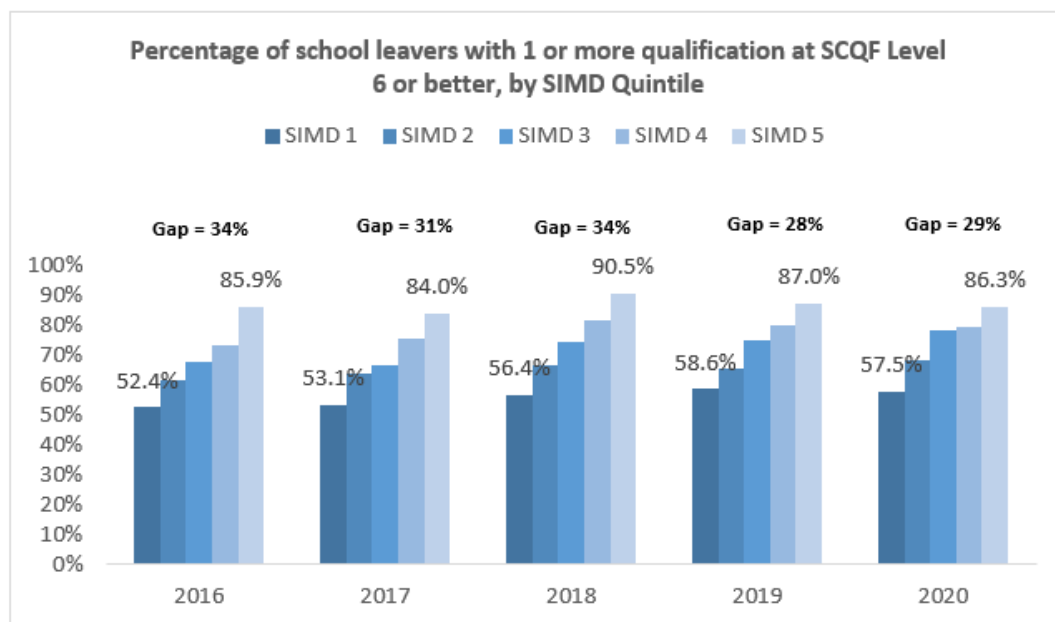
For 2019/20 leavers at SCQF level 5 the gap between young people in SIMD Quintile 1 and 5 was 14.8%. Although the gap is wider than the previous year it has nonetheless narrowed over the past five years. Moreover, our virtual comparator shows a wider gap between quintiles 1 and 5.

To reach the 2021/22 aim we must reduce the gap by 3%.

	% of school leavers with one or more qualifications at SCQF level 5 or better						
	2015/16 Leavers	2016/17 Leavers	2017/18 Leavers	2018/19 Leavers	2019/20 Leavers	2019/20 Virtual Comparator	2021/22 Aim (2020/21 leavers)
All pupils	84.0%	85.2%	85.6%	86.1%	84.1%	86.8%	87.1%
Quintile 1	80.0%	81.8%	81.6%	82.9%	80.5%	82.6%	84.5%
Quintile 2	87.1%	86.0%	87.1%	86.4%	86.0%	90.4%	90.0%
Quintile 3	89.2%	92.4%	91.1%	91.7%	90.4%	93.4%	92.4%
Quintile 4	90.6%	91.7%	94.7%	92.9%	91.1%	95.3%	92.1%
Quintile 5	97.3%	94.5%	95.7%	95.9%	95.3%	97.6%	96.3%
GAP Q1 v Q5	17.3%	12.8%	14.1%	13%	14.8%	15%	11.8%

Information source: Insight website

SCQF Level 6



For 2019/20 leavers in Glasgow the percentages achieving one or more qualification at SCQF Level 6 or above were as follows per SIMD quintile:

- Quintile 1 = 57.5%
- Quintile 2 = 68.2%
- Quintile 3 = 78.1%
- Quintile 4 = 79.1%
- Quintile 5 = 86.3%

For 2019/20 leavers at SCQF level 6 the gap between young people in SIMD Quintile 1 and 5 was 28.8%. The gap has narrowed over a five-year period and our virtual comparator continues to show a wider gap between quintiles 1 and 5.

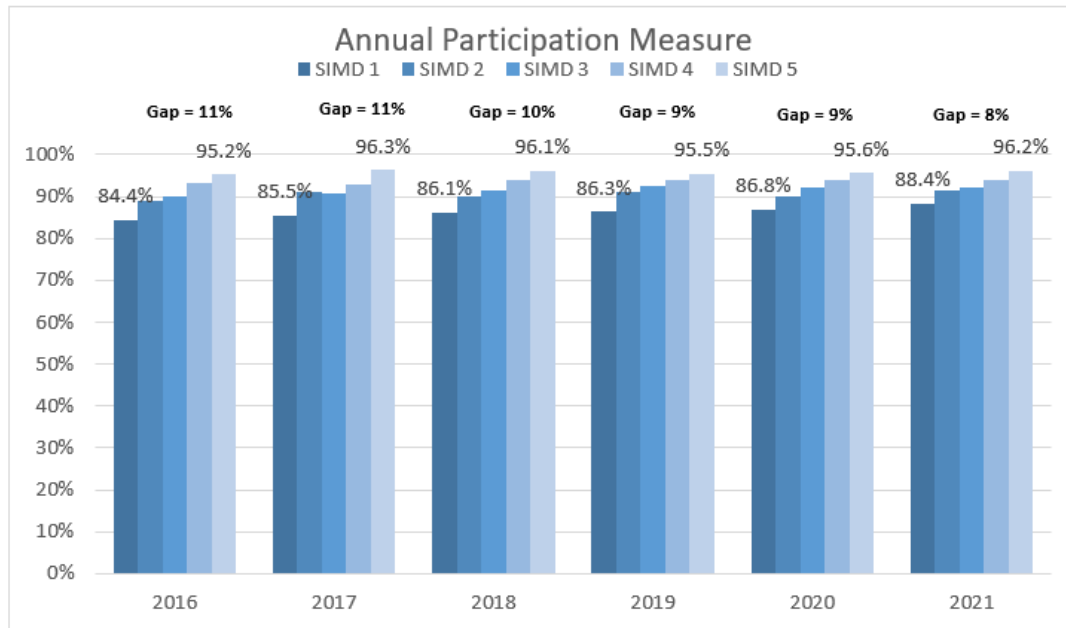
To reach the 2021/22 aim we must reduce the gap by 4%.

	% of school leavers with one or more qualifications at SCQF level 6 or better						
	2015/16 Leavers	2016/17 Leavers	2017/18 Leavers	2018/19 Leavers	2019/20 Leavers	2019/20 Virtual Comparator	2021/22 Aim (2020/21 leavers)
All pupils	59.0%	60.0%	64.4%	65.1%	64.7%	64.8%	66.7%
Quintile 1	52.4%	53.1%	56.4%	58.6%	57.5%	56.9%	61.5%
Quintile 2	61.3%	63.7%	66.4%	65.3%	68.2%	70%	71.2%
Quintile 3	67.4%	66.7%	74.3%	74.8%	78.1%	75.6%	80.1%
Quintile 4	72.9%	75.6%	81.7%	79.9%	79.1%	82.6%	80.1%
Quintile 5	85.9%	84.0%	90.5%	87.0%	86.3%	89.1%	86.3%
GAP Q1 v Q5	33.5%	30.9%	34.1%	28.4%	28.8%	32.2%	24.8%

Information source: Insight website

Increasing post-school participation

Please note 54% of 16-19 year olds in Glasgow reside in SIMD quintile 1 while only 7% reside in SIMD quintile 5.



The Annual Participation Measure (APM) has been adopted in the Scottish Government's National Performance Framework as the measure of young people's participation. This has replaced the school leaver destination follow up as the source of the national indicator, "Percentage of young adults (16-19 year olds) participating in education, training or employment".

For 2021 in Glasgow the percentages of 16-19 year olds participating in education, training or employment were as follows per SIMD quintile:

- Quintile 1 = 88.4%
- Quintile 2 = 91.3%
- Quintile 3 = 92.1%
- Quintile 4 = 93.9%
- Quintile 5 = 96.2%

In 2021 the gap between young people in SIMD Quintile 1 and 5 was 7.8%. The gap has narrowed over a five-year period. To reach the 2021/22 aim we must reduce the gap by 1%.

	% Participating in education, training or employment 16-19						
	2016	2017	2018	2019	2020	2021	2021/22 Aim
All pupils	86.8%	88.2%	88.8%	89.2%	89.5%	90.5%	91.5%
Quintile 1	84.4%	85.5%	86.1%	86.3%	86.8%	88.4%	89.9%
Quintile 2	88.8%	91.0%	90.0%	91.0%	90.0%	91.3%	92.8%
Quintile 3	90.1%	90.8%	91.3%	92.4%	92.3%	92.1%	92.6%
Quintile 4	93.2%	92.9%	94.0%	93.8%	94.0%	93.9%	94.4%
Quintile 5	95.2%	96.3%	96.1%	95.5%	95.6%	96.2%	96.7%
GAP Q1 v Q5	10.8%	10.8%	10%	9.2%	8.8%	7.8%	6.8%

Information source: SDS

6 Further Information

Further information about the services we provide, and our performance is available at the links below:

[Glasgow City Council Strategic Plan 2017-2022](#) sets out the priority themes and commitments that will be delivered over the next five years by the council including Excellent and Inclusive Education.

[Annual Service Plan and Improvement Report \(ASPIR\)](#) sets the framework for Education Services' communication to staff, citizens and partners about the role and priorities of the service and how performance will be assessed.

[Glasgow's Improvement Challenge](#) is a holistic strategy for raising attainment and achievement for all children and young people and incorporates the Scottish Attainment Challenge.

7 Appendix 1: Sub-measures

